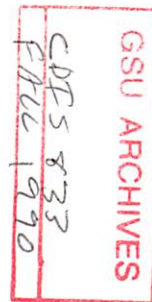


GOVERNORS STATE UNIVERSITY  
COLLEGE OF HEALTH PROFESSIONS  
Division of Communication Disorders

SYLLABUS

COURSE NO: CDIS 833  
COURSE TITLE: Motor Speech Disorders  
INSTRUCTOR: Gail B. Kempster, Ph.D.  
CREDIT: 3 Units  
TERM: Fall 1990  
PREREQUISITES: CDIS 345,401,515,810

*Cancelled*



CATALOG DESCRIPTION/RATIONALE:

This course consists primarily of investigation of the motor speech disorders resulting from various types of neurological impairment. Topics discussed include differential diagnosis and remediation of the dysarthrias, apraxia, and cerebral palsy.

INTENDED AUDIENCE: Graduate students in communication disorders who have fulfilled all the prerequisites. This course is most often taken by students who are near the end of their academic preparation in the graduate program, and should be taken before the hospital practicum.

EXPECTED STUDENT OUTCOMES: Upon completion of the course the student is able to:

1. Describe the neuroanatomy and neurophysiology of the speech mechanism.
2. Differentiate the various types of dysarthria and apraxia according to neurological, physiological, acoustical and perceptual characteristics.
3. Develop a diagnostic battery for assessment of motor speech disorders.
4. Design rehabilitation programs appropriate to each of the various motor speech disorders.
5. Describe the neurophysiological correlates of cerebral palsy and describe characteristics of patients with this disorder.

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6. Describe various approaches for therapeutic intervention with the cerebral palsy population.
7. Define the speech-language pathologist's role as a multidisciplinary team member.

### REQUIRED TEXTS:

Yorkston, K., Beukelman, D., and Bell, K. Clinical Management of Dysarthric Speakers. College-Hill, Boston, 1988.

McDonald, E. (Ed.) Treating Cerebral Palsy for Clinicians by Clinicians. Pro-Ed: Austin, 1987.

Other readings may be assigned by the instructor during the course of the trimester.

### RECOMMENDED TEXTS:

Kuehn, et al. Neural Bases of Speech, Hearing, and Language. College Hill Press, San Diego, 1989.

Darley, F., Aronson, A., and Brown, J. Motor Speech Disorders. W. B. Saunders Co., Philadelphia, 1975.

### LEARNING ACTIVITIES:

1. Attend 80% of class sessions
2. Complete all reading assignments
3. Complete an observation and report on it
4. Complete a research paper

### OBSERVATION REPORT GUIDELINES:

Students will arrange to observe a speech therapy session with a motor speech disordered client. A short, typed summary of the visit is to include a brief history of the client, including etiology and present deficits. The therapy observed should be discussed in relation to the goals of the session, the behaviors presented during treatment activities, and the long-term goals for this client. Students will then discuss the therapy sessions they observed in class.

### RESEARCH PAPER GUIDELINES:

Each student will prepare a research paper following APA Format on one of the dysarthrias, apraxia, cerebral palsy, or augmentative communication. The topic is to be approved by the instructor no later than the 6th class session. The paper is to have more than 10 reference citations; 80% of these references should be primary sources from referred journals, published since 1980.

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### GRADING:

The final grade for this course will be cumulative and based on the following percentages:

- 20% Neurology Exam
- 25% Midterm exam
- 25% Final exam
- 25% Research paper
- 5% Observation report

Automatic mandatory grade reductions will be made on late papers or exams, except under extraordinary circumstances, at the discretion of the instructor. All exams and the papers will be assigned a numerical score; this score, when multiplied by the weighting for the activity and summed across all activities, will result in the student's final cumulative score. The final course grade will be assigned using the following scale:

- 90-100 = A
- 80-89 = B
- 70-79 = C
- below 70 = F

Students will find that mastery of the material presented in this course requires a great deal of time and effort (i.e., a minimum of 6 hours preparation time for each class). Review of lecture notes and reading the assigned materials is expected before each class. The instructor is available for individual conferences and guidance and welcomes your questions and input.

### COURSE SCHEDULE:

<u>Date</u>	<u>Topic</u>	<u>Reading &amp; To Do's</u>
9/5	Introduction Abbreviations PDR	Chap. 1; plan your study time
9/12	Neurology	Chap. 2; review Kuehn/Zemlin
9/19	Neurology Oral-Motor Exam	Chap. 3; quiz each other
9/26	Neurology Exam Spastic & Flaccid Dysarthrias	Read Chap. 5 & 6 Think about paper topic; set up observation

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<u>Date</u>	<u>Topic</u>	<u>Reading &amp; To Do's</u>
10/3	Remaining Dysarthrias	Read Chap. 9-12; finalize paper topic; gather references
10/10	Assessment of Dysarthria	Read Chap. 7 & 8; start reviewing
10/17	Treatment for Dysarthria	Chap. 13 & 14; <b>study hard!</b>
10/24	Midterm Exam Discussion about paper writing	Relax; go shopping
10/31	Cerebral Palsy	Read Chap. 4 & McDonald, Chap 1-4 Do observation & write report
11/7	Cerebral Palsy *Observation reports	McDonald, Chap. 5, 6, 8 & 9 Outline paper
11/14	No Class	Write first draft
11/21	Speech Treatment for CP	McDonald, Chap. 10 & 12 Write second draft
11/28	Augmentative Communication	McDonald, Chap. 11 & 13 Type final draft
12/5	Technical Aids & Advances *Paper Due	Study for final exam
12/12	Final Exam	Celebrate!

